**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\BULM9ROR\MC900441902[1].wmfAll That I Am~ ELA 9 *Mr. Low & Mrs. Rettger***

***Students between the ages of 12-16 are changing in every conceivable way. They are discovering who they are and what they value. This makes the years of early adolescence the ideal time to support students’ growing moral consciousness through units of study that challenge them to identify, discuss, and address significant societal issues*. ~ *Pearson Canada, Inc 2012***

**Curriculum Connections:**

[**CR9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.1) : **View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

[**CR9.2a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.3) : **Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.**

[**CR9.3a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.5) : **Use pragmatic (e.g., language suitable for intended audience), textual (e.g., author’s thesis or argument, how author organized text to achieve unity, coherence, and effect), syntactic (e.g., parallel structures), semantic/lexical/morphological (e.g., connotation and denotation), graphophonic (e.g., common spellings and variants for effect or dialect), and other cues (e.g., fonts, colour) to construct and to confirm meaning.**

[**CR9.4a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.7) : **View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.**

[**CR9.5a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.9) : **Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches**

[**CC9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.1) : **Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

[**CC9.4a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.7) : **Use pragmatic (e.g., inclusive language that supports people across cultures, genders, ages, and abilities), textual (e.g., strong leads, coherent body, and effective endings), syntactic (e.g., subordination to show more precisely the relationships between ideas), semantic/lexical/morphological (e.g., both the denotative and connotative meaning of words), graphophonic (e.g., knowledge of spelling patterns and rules to identify, analyze, and correct spelling errors), and other cues (e.g., combine print and visuals to enhance presentations) to construct and to communicate meaning.**

[**CC9.8a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.15) : **Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).**

[**CC9.5a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.9) : **Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.**

**AR9.2: Assess own and others’ work for clarity, correctness, and impact**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson** | **Outcome/I can** | **Learning Activity** | **Assessment** | **Materials** |
| **Lesson 1:**  **2 classes**  **Verb Poster** | **CR9.1**  **CC9.5** | 1. **Introduction to unit and Q4DU ( Who Am I chart?)** 2. **Sticky Note Activity ( Answering the question who are you? Who am I ?)** 3. **Life is a Verb Poster ( more or less** | **Formative Assessment**  **Activating Prior Knowledge** | **Textbook: All That I Am” from the Live Ink series.**  **Hand out**  **Poster Paper**  **Sticky Notes** |
| **Lesson 2:**  **1 class**  **Falling into Line** | **CR9.1**  **AR9.2**  **CC9.8** | 1. **Human Bar Graph to see who is first, middle, last born** 2. **BDA Activity for the reading Falling in Line: The Power of Birth Order** 3. **Metaphor comparison; this can be in a think pair share or paragraph format for formative assessment. It could also be an Extension For learning opportunity.** 4. **Complete Exit Slip: What makes me who I am for formative assessment and self assessment** | **Formative assessment**  **Self-Assessment** | **Textbook**  **Handouts** |
| **Lesson 3: 2**  **1 class**  **What is Identity** | **CR9.1** | 1. **Brainstorm the answer to : What is identity?** 2. **Share your responses** 3. **BDA for the reading” What is Identity”: complete handout** 4. **Create your own equation of identity** |  | **Textbook**  **Handouts** |
| **Lesson 4:**  **Strategy Spotlight**  **Do What You Love**  **2- 3 Classes** | **CR9.2**  **CC9.1** | 1. **Discuss reading strategies that work for students based on text pages 14 and 15 and handout** 2. **BDA for the reading “ Do What You Love”: Practice the reading strategies discussed previously** 3. **Choose a dream job and present it to the class. Students may use ANIMOTO or other similar apps to show their choice.** 4. **Present to the class** | **Summative Assesment of Dream Career Presentation**  **Co-create Criteria** | **Textbook**  **Handouts**  **Devices such as Iphones, Ipads, computers** |
| **Lesson 5:**  **Fans of Heavy Metal and Classical Music**  **1 class** | **CR9.1** | 1. **BDA for the reading: Fans of Heavy Metal and Classical Music. Turn and Talk about stereotypes** 2. **Sticky notes during the reading about different points of view from the article** 3. **After students apply their reading strategies to the**   **Article** | **Formative assessment of analyzing articles** | **Analyzing Opinions**  **Handouts**  **Textbooks** |
| **Lesson 6:**  **What’s Your Preference**  **1-2 classes** | **CR9.4**  **CR9.5** | 1. **Reflect of the idea of musical tastes reflect on personal identity.** 2. **Choose three songs and specific lyrics that connect to you and support your personal identity** |  | **Textbook**  **Handouts**  **Music**  **Computers**  **Lyrics to songs** |
| **Lesson 7:**  **Bodies Under Construction: Teen Cosmetic Surgery**  **3-4 classes** | **CR9.1**  **CC9.1**  **CC9.8**  **CC9.5** | 1. **Go back to the beginning of the unit and reflect on the guiding questions. Now focus on questions number 2” “Can I Change Who I Am?” Turn and Talk** 2. **As a class discuss: Does changing your physical appearance change who you are?** 3. **Human Line Graph of the prompt on handout** 4. **Complete graphic organizer during the reading** 5. **Write a letter to the editor** | **Formative assessment**  **Summative assessment of letter to the editor**  **SEE SPDU website for exemplars and sample rubrics.** | **Textbook**  **Handouts**  **Exemplars** |
| **Lesson 8:**  **Shredded: A Documentary**  **1-2 classes** | **CR9.4**  **CR9.2** | 1. **Complete the BDA** 2. **Focus on viewing strategies** 3. **Exit Slip: Focus on the second big question: Can I Change who I am?** | **Formative assessment from the Think, Pair, Share** | **ROVER to access the documentary**  **Handouts** |
| **Lesson 9:**  **Strategy Spotlight** | **CR9.4**  **CR9.5** | 1. **Focus on viewing and comprehension strategies in regards to different types of media.** 2. **Complete template by analyzing different types of media and their purpose** | **Anecdotal notes** | **Textbook**  **Handouts** |
| **Lesson 10:**  **Whiten Your Teeth; Brighten Your Smile** | **CR9.2**  **CC9.5**  **CC9.1** | 1. **Review purposes of media** 2. **Complete BDA handout for the reading** 3. **Choose other types of media and complete the same questions** 4. **Inquire about someone famous who has overcome challenges and prepare a short speech for the class about your findings.** |  | **Smart board to show different types of media**  **Mobile lab or computer lab**  **Template with guiding questions** |
| **Lesson 11:**  **On the Sidewalk Bleeding** | **CR9.1**  **CC9.1** | 1. **Focus on the final question of the unit: How do I show the world the real me?** 2. **Complete the BDA for the short story, “ On the Sidewalk Bleeding”** 3. **Answer the last quesstion in paragraph format and hand in to teacher** | **Summative assessment of last question paragraph** | **Crossroads 9 for the short story : On the Sidewalk Bleeding**  **Handouts**  **Kurzweil file for short story** |
|  |  |  |  |  |
| **Lesson 12:**  **Mutlimedia Project about “ Who I am!”** | **CC9.5** | 1. **Explain the summative assessment to the students** 2. **Go over criteria and assessment tool. Show exemplars if possible** 3. **Decide on an acceptable timeline together** | **Summative assessment for multimedia project** | **Computers**  **Notes from class**  **Handouts of performance task and assessment tool** |

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WI62QBNJ\MC900441902[1].wmf Looking for Me?**

*Students between the ages of 12-16 are changing in every conceivable way. They are discovering who they are and what they value. This makes the years of early adolescence the ideal time to support students’ growing moral consciousness through units of study that challenge them to identify, discuss, and address significant societal issues*. ~ *Pearson Canada, Inc 2012*

**Questions for Deeper Understanding: pages 6-7 of text**

|  |  |  |
| --- | --- | --- |
| **What makes me who I am?** | | |
| **Who do I think I am?** | **Can I change who I am?** | **How do I show the world the real me?** |
|  |  |  |

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WI4TIFX\MC900441892[1].wmfFalling In Line: The Power of Birth Order~ *Laura Janecka***

**BEFORE: Human Bar Graph**

**Clear a spot in the classroom and post three signs side by side in the classroom: First Born, Middle Born, Last Born, Only Child. Ask the students who are first born to stand in a line under their sign, continue with the rest of the signs.**

Does birth order play a role in one’s identity? Make sure you know the meaning of all the words in the box below. In your groups, decide which word is more likely to describe someone who is the first-born, middle-born, or last-born child. Write each word from the box in the appropriate column. When making your decisions, think about personal experiences, texts you’ve read or viewed, or your knowledge of the world around you. Be prepared to share your opinions with the class.

|  |
| --- |
| **unbiased conventional romantic**  **tender perfectionist level-headed smart spiritual competitive** |

|  |  |  |
| --- | --- | --- |
| First-Born | Middle-Born | Last-Born |
|  |  |  |

**DURING: In your groups, read each section of pages 9-10 and write if you agree or disagree with the author’s opinion. You may want to change your words from the previous activity based on your reading and discussion in your group. Be sure to support your ideas with evidence from the article.**

[**CR9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.1) : **View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

|  |  |  |
| --- | --- | --- |
| **First Born Characteristics:** | **Middle Born Characteristics:** | **Last Born**  **Characteristics:** |
|  |  |  |
| **Evidence From the Article:** |  |  |

**AFTER: Complete the exit slip and hand-in to your teacher. Add any words, adjectives, phrases to your “ What Makes Me Who I am” chart**

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WI4TIFX\MC900441892[1].wmfFalling In Line EXIT SLIP**

**AR9.2: Assess own and others’ work for clarity, correctness, and impact**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_**

**How well does this article match your own personal experiences?**

**Self-Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| I understand and can apply learning in a new way | I understand and I can teach/show someone else | I understand | I can get started | I need more supports |

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WI4TIFX\MC900441892[1].wmfFalling In Line EXIT SLIP**

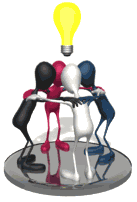
**AR9.2: Assess own and others’ work for clarity, correctness, and impact**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_**

**How well does this article match your own personal experiences?**

**Self-Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| I understand and can apply learning in a new way | I understand and I can teach/show someone else | I understand | I can get started | I need more supports |

**What is Identity? ~ Anne Hodgskiss**

[**CR9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.1) : **View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

**BEFORE:**

1. **For 1 Minute, answer this question by completing part of the web.**
2. **Now share your answers and add to the web as a class as your answer this question.**

What is Identity?

**DURING:** With a partner, practice reading the text out loud. After each paragraph, the listener must summarize the reader. You must alternate reading paragraphs and summarizing to the end of the text. ***Pages 11-12***

Together write a list of factors of identity that the author seems to think is most important. Do you agree?

|  |  |
| --- | --- |
| Factors of Identity | Agree or disagree? |
|  |  |

AFTER:

Write your own “ equation” for identity!

Metaphor Choice Board

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose one of the objects below. Note similarities and differences between the object and your own personal characteristics.

[**CC9.8a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.15) : **Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Microscope  Microscope_33041867 | Ocean | Computer  Computer_21476319 | Garden | Ice cream_958385Ice cream |
| Mind | Food of your choice | Bird  Bird_490898 | Brain  Brain_520654 | Kayak |
| Roller coaster  Roller Coaster_15576146Gift_15479455 | Music  Music_33042446 | Wild card | Gift | Lighthouse  Lighthouse_4302511 |
| Road construction  Road Const_32253926 | Car | Video game  Video Game_20109180 | Train | Animal of your choice  Animal_950699 |
| Movie  Movie_740207 | Government  Government_15173686 | Hotel  Hotel_14597361 | Sun | Favourite story  Note:  Note:  Fav Story_904365 |

S

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\14H0LV4U\MC900364504[1].wmf**STRATEGY SPOTLIGHT**

As a class discuss Reading Strategies that work for you based on the descriptions on pages 14~15!

[**CR9.2a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.3) : **Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.**

|  |  |  |
| --- | --- | --- |
| **Reading Strategy** | **Definition** | **Questions** |
| Setting a Purpose |  | What are some purposes for reading text? |
| Inferring |  | An example of inferring is: |
| Analyzing |  | What questions can you ask yourself if you are analyzing what you have read? |

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A0F4HMDR\MC900353678[1].wmfDo What You Love***~ Tony Hawk***

[**CR9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.1) : **View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

**BEFORE:** Class Discussion

1. What do you love?
2. Does this define part of your identity?

**DURING**: Use Reading Strategies to having deeper understanding of the text on page 16~17.

|  |  |  |
| --- | --- | --- |
| **Reading Strategy** | **Questions** | **Answers** |
| Setting a Purpose | As you read, look for the opinion the author is presenting. What are his reasons for thinking this way? |  |
| Analyzing | Is Tony Hawk someone whose opinion you value on the topic of careers? Why or Why not?  Do you agree with tony Hawk’s opinion? Which of his arguments did you find most convincing? |  |
| Inferring | How would you describe Tony Hawk’s personality based on this paragraph? What evidence can you give to support your answer?  Why does Tony Hawk list all his job titles here? |  |

**AFTER:** Students must choose their dream job! You must consider the challenges you would face, as well as what you would enjoy the most. Reflect on what this choice says about who you are. Use ANIMOTO

**Rubric for Representation** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Outcome:** [**CC9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.1) : **Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Great work! This is going extra well for you! 5** | **You did it and you did it on your own!**  **4** | **Good start. You are beginning to make sense of this on your own. 3** | **You can do it. Spend some extra time with the criteria and ask for help. 2** |
| **Message/**  **Meaning** | **Overall Clarity of Message & Meaning** | Your message is clear and insightful. Your ideas are detailed and strongly support your message. | You show a clear understanding of the subject matter. Your message is clear and straightforward. | Your message is apparent but unrefined. You need more ideas and information to clarify your message. Think about spend a little more time planning before you begin your representation. | You had some trouble making your message clear and focused. What are you trying to say through your representation? How can you support your ideas? |
| **Organization & Coherence** | **Legible and Neat** | Your visuals/graphics and/or text features are clear, detailed and enhance the overall message. Your representation shows careful and considered planning. | Your visuals/graphics and/or text features are clear, easily understood and support the overall message. Your representation shows evidence of planning. | Your visuals/graphics and text features are undeveloped. More attention needs to be given to details in visual/graphics. You may need support with planning. How can you support your message through your details? | You had trouble making your visual/graphics and text features clear and detailed. Before you begin your representation, really plan what you want to say and how you will organizes your visuals and text features. |
| Style & Language Choices | **Visually Accurate** | You have created a strong connection between the visual elements and the message. You have a strong grasp on visual accuracy. | You have created an obvious connection between the visual elements and the message. You spent time ensuring your chosen visual elements were accurate. | There is some connection between the visual elements and the message after assistance; more thinking before creating may help. | You had trouble connecting the visual elements and the message. Remember that every detail, image and word you create is part of the overall message. How can you plan your representation so all features support what you are trying to do? |

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AG7KVITV\MC900329314[1].wmfFans of Heavy Metal and Classical Music Have a Lot in Common, Study Finds~ David Derbyshire

[**CR9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.1) : **View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

BEFORE: With a partner, TURN and TALK by writing a list of stereotypes of a Heavy Metal fan compared to the stereotypes of a Classical Music Fan. Be prepared to discuss with the class!

DURING: On a minimum of THREE sticky notes, write your reactions to the different points of the article. Consider whether the information presented in the article matches your own experiences.

AFTER: Use your Reading Strategies that we have been practicing to complete the following template from the article. This will be taking in for Formative Assessment and you will be given feedback on your work.

Analyzing Opinions

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Who is the intended audience? | How do I know this is the intended audience? |
| What does the author want me to think, do, or believe? | How reliable is this author? |
| What evidence does the author give? | What do I think of this evidence? |
| After reading this opinion text, I think that … | |

What’s Your Preference?

[**CR9.4a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.7) : **View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.**

[**CR9.5a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.9) : **Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches**

Some people may agree with the statement that “ musical tastes are a reflection of character, identity.” What do you think?

**Performance Task**: You must find THREE songs that represent who you are! Focus on the specific lyrics or lines of the song that connect to who you are. Keep this for your summative assessment at the end of the unit. KEEP this sheet! You will need it for your final assessment!

|  |  |  |
| --- | --- | --- |
| Song | Lyrics | Connect to You |
|  |  |  |
|  |  |  |
|  |  |  |

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\M41GMELI\MC900293392[1].wmf**Bodies Under Construction: Teen Cosmetic Surgery**

[**CR9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.1) : **View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

**BEFORE:**

1. Go back to your first handout “ What Makes Me Who I Am?” and consider the second question: “ Can I Change Who I Am?” Turn and Talk while you respond to this question.
2. As a class discuss the following question,” Does changing your physical appearance change who you are?”
3. Line Graph: On one side of the classroom post a sign that says “ I Strongly Agree” and the other side of the classroom post a sign that says “ I Strongly Disagree”. Imagine there is a line that joins the two. Position yourself on the line based on your opinion of the following prompt: “ Teens should be allowed to have any type of cosmentic surgery they wish.”

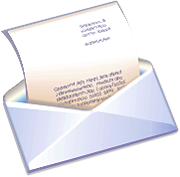
**DURING:** As you read the text, write your thoughts by completing the graphic organizer.

Drawing Conclusions

***In the “ I READ” column, make notes of facts and where you found them. In the “ I think” column, write your own opinion about what each fact means or says. Finally, write your conclusions in the “ Therefore” space at the bottom.***

|  |  |
| --- | --- |
| **I Read** | **I Think** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Therefore** | |
|  | |

***~Adapted from Saskatchewan Social Studies Pearson***

**Letter to the Editor**

***Performance Task: Write a letter to the editor stating your opinion about teen cosmetic surgery or the use of performance enhancing drugs.***

[**CC9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.1) : **Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

[**CC9.8a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.15) : **Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).**

[**CC9.5a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.9) : **Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.**

Criteria:

**Characteristics of Persuasion:**

* Begins by clearly stating the point of view of the writer. This statement is called the thesis of the argument. It should be a specific as possible.
  + EXAMPLE: Hats should be allowed in public schools.
* Facts and evidence are usually presented to support the argument
* Persuasive writing must encourage the reader to alter or change his or her behaviour.

**How to Write Persuasion:**

* Introduction: state your thesis clearly.
* Provide some background of the issue
* Avoid faulty evidence! Be sure to use reliable supports.
* Anticipate and disprove any contradictory arguments that might arise.
* Restate your position in your conclusion by urging your reader to change their opinion or to take action.
* Good Persuasion must be well reasoned and well expressed!

**Self Assessment Checklist for Understanding:**

**AR9.2: Assess own and others’ work for clarity, correctness, and impact**

* Is the thesis clearly stated?
* Is the argument supported by facts and evidence, or does it rely on personal anecdotes?
* Is the reasoning sound? Is it presented in a logical and convincing manner?
* What changes, if any, would make the argument more compelling to the reader to change his/her opinion:

Take a look at an exemplar of a letter to the editor:

* <https://www.spdu.ca/pdf/resources/writing_samples/Grade%209%20-%20Persuasive.pdf>

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WI62QBNJ\MC900434393[1].wmfShredded: A Documentary

BEFORE:

1. In your opnion is there more pressure on females to change their appearance than males?
2. On a scale of 1 to 5, 5 being strongly agree and 1 being strongly disagree, do you believe that athletes should be able to use performance enhancing drugs to change their appearance and skill? Show your fist of 5! Discuss you opinions with the class.
3. Viewing Strategies:

DURING: Think, Pair, Share

THINK, PAIR, SHARE from the video:

**My Partner’s Response:**

**My Response**:

**Our Response:**

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\14H0LV4U\MC900364504[1].wmf **STRATEGY SPOTLIGHT**

[**CR9.2a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.3) : **Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.**

Every media text is created with a particular audience and purpose in mind.

* A TV show might aim to both entertain and make money by selling advertisements.
* A radio program might intend to inform and influence people about a particular issue.
* A policitician might use Facebook to persuade people to vote and to gain power by working in government.

As a consumer, you need to look at media with a critical eye. What are different types of media:

***With your teacher, take a look at different types of media and analyze the purpose.***

[**CR9.4a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.7) : **View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.**

[**CR9.5a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.9) : **Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Media Type** | **Purpose** | **Intended Audience** | **Message behind the message** | **Strategies used to persuade** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AG7KVITV\MC900389908[1].wmf**Whiten Your Teeth; Brighten Your Smile**

**BEFORE:** Pages 50-51

From a quick skim of the visuals on this page do you think this advertisement is meant “Intended to Inform” or “Intended to Persuade”?

What are the differences? Give examples to support your opinion.

**DURING: Summative Assessment**

[**CR9.2a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.3) : **Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Media Type** | **Purpose** | **Intended Audience** | **Message behind the message** | **Strategies used to persuade** |
|  |  |  |  |  |

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WI62QBNJ\MC900366386[1].wmfEXIT SLIP: Can I Change Who I am?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In your opinion, do you think that cosmetic surgery or teeth whitening can “ Change Who You Are?”

**Self-Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| I understand and can apply learning in a new way | I understand and I can teach/show someone else | I understand | I can get started | I need more supports |

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WI62QBNJ\MC900366386[1].wmfEXIT SLIP: Can I Change Who I am?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In your opinion, do you think that cosmetic surgery or teeth whitening can “ Change Who You Are?”

**Self-Assessment Rubric**

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C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A0F4HMDR\MC900231789[1].wmf**Can I Change Who I am?**

**Inquiry Assignment**

[**CC9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=2.1) : **Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

**Performance Task:** Choose someone famous who has faced and overcome challenges. Find out more about this person and the choices they made. How did these choices help him or her to overcome life’s obstacles? Present your research to the class in the form of a speech.

**Co~Criteria:**

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0QAF2OX0\MC900232446[1].wmfOn the Sidewalk Bleeding~ By Evan Hunter

[**CR9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=english_language_arts&level=9&outcome=1.1) : **View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).**

BEFORE:

1. What do you already know about gang violence?

DURING:

As you read the story, track what is happening in the present and what has happened in the past.

|  |  |  |
| --- | --- | --- |
|  | Narrator | Andy’s Thoughts/ feelings |
| Past Action |  |  |
| Present Action |  |  |

**AFTER: Spelling: American vs Canadian**

CC9.4 **Use pragmatic (e.g., inclusive language that supports people across cultures, genders, ages, and abilities), textual (e.g., strong leads, coherent body, and effective endings), syntactic (e.g., subordination to show more precisely the relationships between ideas), semantic/lexical/morphological (e.g., both the denotative and connotative meaning of words), graphophonic (e.g., knowledge of spelling patterns and rules to identify, analyze, and correct spelling errors), and other cues (e.g., combine print and visuals to enhance presentations) to construct and to communicate meaning.**

You will notice in this story that the author has chosen to use the American spelling of words. For example the author used the spelling “ neighborhood” rather than the Canadian spelling; neighbourhood.

Complete the following chart by changing the American spelling of the words to Canadian. If you are unsure, you may use a Canadian Dictionary or a personal device such as an Ipad, Iphone, etc.

Go back through the story and add to the chart.

|  |  |
| --- | --- |
| American | Canadian |
| Practice:  Center  Humor  Check  Gray  Theater |  |
| From the Story: |  |

**Response to the Story:**

1. Why don’t any of the people who find Andy help him?
2. Why did Andy join a gang? Discuss Andy’s reason and whether or not they make sense to you?
3. Why does Andy take of his jacket?
4. What conclusions can you draw from the police officer’s comment at the end of the story?
5. Reflect of the THREE Big questions from this unit and answer them from Andy’s point of view:
6. Who does Andy think he is?
7. Can he change who he is?
8. How does he show the world the real him?